

## Transforming Learning, Revolutionizing Healthcare

### Job Description:

**Source:** Centre for Faculty Development

**Job Title:** **Faculty Development Coach, Enhanced Teacher Performance Program** (Stipend Role)

**Start Date:** September 1, 2022.

**End Date:** August 31, 2023.

**Commitment:** 3 coachees over course of contract period; typically equivalence of 1 day a month

**Location:** Remote with hoteling space provided as needed at Li Ka Shing Knowledge Institute, St. Michael's Hospital (209 Victoria Street)

**Stipend Amount:** \$13,000 (paid in quarterly installments) + \$2,500 paid towards enrollment in coaching related courses (which must be committed to before January, 2022).

The [Centre for Faculty Development \(CFD\)](#) was found in 2002 as a partnership between St. Michael's Hospital (now known as Unity Health Toronto) and the University of Toronto (UofT), Temerty Faculty of Medicine. It is positioned as an Extra Departmental Unit within UofT. This unique Centre is known for the strength and relevance of its faculty development programming that is delivered to interprofessional audiences and its internationally recognized scholarship.

The CFD is committed to supporting health professional across their multiple education roles and activities – including teaching, academic leadership, scholarship and advocacy. The CFD provides flexible and adaptable programming that is responsive to emerging needs, facilitates communities and networking, and supports capacity building across the system. More specifically, the CFD's offerings include longitudinal programs, individual workshops, curated lists of resources, and faculty development consultations with local, national and international partners.

This role will specifically providing coaching services to support the [Enhanced Teacher Performance program](#), a short-term (3-6 months) but intensive program to maximize a clinical or laboratory-based teacher's performance at any stage of their careers. The program involves 1on1 coaching with a faculty development coach (this role), in addition to focused activates, workshops, engagement with resources, and guided sessions, all aligned with the unique learning goals of the program participant (coachee).

### Typical Program Structure

Given the customized nature of the program, there are variabilities to the approach and implementation of the program, however the program follows this typical structure:

- Initial meeting with coachee, faculty development coach, and sponsor(s), where applicable, to understand reasons for referral to the program and to determine suitability for the program;
- Confirmation of cost sharing of program tuition between sponsors and coachee, where applicable;
- Initial meeting with coach and coachee to self-assess teaching performance, reflect on salient teaching experiences that led to program referral, and to determine learning goals;
- Thematic analysis of teaching effectiveness scores, comments, and any relevant data on teaching performance;
- Co-construction of a faculty development learning plan between coach and coachee, which may be shared with sponsor(s);
- Confidential engagement in coaching sessions targeting learning goals;
- Participation by coachee in CFD workshops and offerings aligned with learning goals;
- Coach providing curated resources and reflective activities to supplement and extend learning beyond coaching sessions;
- Periodic check in by coach to see how coachee is progressing through any self-directed learning activities and if support is required;
- Coach to administer standard scales at the end of each coaching session to measure behaviour change, and coachee's affective state and stage of progress towards change;
- Coach to provide a record of completion summarizing activities completed in the plan and high level themes explored through coaching to coachee and sponsor(s), where applicable;
- CFD evaluation team to administer a post-program evaluation survey and invitation to provide an exit interview on experiences;
- CFD team to administer a certificate of completion to coachee, copying sponsor(s), where applicable.

The Faculty Development Coach, ETP, will follow the program structure as described above, under the direction of the Director, CFD/ETP Program Lead.

We are seeking a seasoned clinical or laboratory-based teacher with expertise in coaching, education theory, practice, and research for this position. This role requires someone who is energized to contribute to the positive culture of inclusion at the CFD, and has a deep passion and expertise in faculty development. The Faculty Development Coach, ETP will provide input into iterative design and improvement of the program under the leadership of Director, CFD/ETP Program Lead. Exemplary communication skills are critical to this role – this individual must demonstrate empathy, set conditions for psychological safety, guide an individual towards their learning goals, and skillfully frame/reframe behaviours and observations, grounded in faculty development principles. Professionalism, creative problem solving, organization skills, ability to work independently and as part of a group, strong interpersonal skills, are all essential in effectively meeting the challenges of this position.

The **primary responsibilities** of this role are to:

- Provide direct coaching support, as per the requirements of the Enhance Teacher Performance (ETP) program;
- Document coachee progression through the program utilizing CFD specified evaluation tools;
- Provide consultation and support to the Director, CFD/ETP Program Lead in the refinement and iterative improvement of the program (including at times contributing to program annual reporting and briefing notes).

The successful candidate may be asked to provide additional assistance and consultation to the Centre for Faculty Development team as assigned and required, as it related to the program.

The success and reputation of the CFD are highly contingent upon the ability of this individual to be collaborative, inclusive, diplomatic, and at times, independent, in their role.

Note that this role is primarily remote, with the option to utilize in-person hoteling space primarily out of the St. Michael's Hospital/Li Ka Shing site. You may be asked to attend in-person meetings to facilitate collaboration and coaching in some cases, under the advisement of the Director of the CFD/ETP Program Lead. Given the customized and adaptive nature of the program to meet the needs of the coachee and to work within their schedules, flexibility to perform video conferencing coaching sessions early mornings or evenings may be required on occasion.



It is the responsibility of the successful candidate to have access to stable internet connection and a computer. Additional hardware and software needs required to perform job duties should be requested through CFD leadership (e.g., access to Zoom to facilitate remote coaching sessions). Orientation to use of new or unfamiliar technologies and tools will be provided by CFD staff.

This role will report directly to the CFD Director/Enhanced Teacher Performance Program Lead.

## Responsibilities

- Provide coaching support, typically equivalence of 1 day per month, related to the teacher performance faculty development plans of the coachee;
- Draft, consult on, and finalize teacher performance plan of the coachee;
- Provide information related to program cost sharing to CFD staff in order for them to process and receive program tuition for participant/sponsors;
- Schedule required coaching sessions with coachees independently/directly which may be offered via Zoom video conferencing or in person as appropriate;
- Use provided coaching monitoring tools/scales at the conclusion of each coaching session and submit documentation to CFD evaluation team;
- Utilize standardized templates, program resources and tools available through the CFD;
- Use email to periodically check in on coachees' progression through any self-reflection or self-directed learning activities as assigned;
- With the support of the CFD Education Coordinator, confirm enrollment in any assigned CFD workshops or events, required as per the approved plan;
- Review and gain familiarity with the [CFD resource hub](#) to make recommendations on self-directed learning activities and required resources for coachees to review;
- Complete coaching training, through consultation with CFD Director/ETP Program Lead, (committed by January 2023 with costs covered within contract);
- Strong familiarity with the Strategic Plan of the CFD and other relevant reports, to ensure program activities align with Centre and system priorities and commitments;
- Ensure that all program materials align with the branding strategy of the CFD, and help to market and promote the program through networks;
- Build own capacity to interrogate and raise issues of anti-oppression and anti-racism in coaching discussions;
- Positively contribute to the team culture of the CFD through active and engaged participation in team meetings (where relevant) and through collaborative communication tools;
- Consult with CFD Director and Associate Dean, Clinical Affairs & Professional Values (Temerty Faculty of Medicine) on potential learning interventions or additional coaching needs that may be out of scope of the program but may benefit the coachee or the broader system;
- Provide ongoing feedback and input to the Director, CFD/ETP Program Lead on the implementation of the program in order to enable program refinement and improvements;

- Engage in peer support/coaching mentorship with Director, CFD to review files and collaborate on strategies to maximize impact and success;
- Provide documentation on contributions and impact through an annual performance review process with CFD Director.

## Qualifications

- A member of a regulated health profession or laboratory-based professional, or individual with an advanced degree in adult education
- Experience within the field of health professions education
- Experience working with health professionals or within a health care, community health, health sciences, laboratory, or health professions education environment
- Experience providing coaching to professionals, including experience with brief solution-focused coaching
- Excellent communication and relationship management skills
- Excellent record of teaching excellence (i.e., through teaching evaluation scores and comments) across a variety of teaching contexts, including faculty development;
- Strong knowledge of principles of equity, diversity, inclusivity, and accessibility and how they apply in educational contexts
- Openness to adopt organizational and communication tools and processes already established at the CFD
- Strong ability to work in a team, via telecommunications and in person
- Strong attention to detail
- Demonstrated ability to work independently and multi-task
- Demonstrated flexibility and experience in responding to changing work demands
- Demonstrated excellent record of attendance and punctuality
- Knowledge / experience with Unity Health and Faculty of Medicine, UofT staff, faculty and procedures would be considered an asset
- Familiarity with the ETP or other CFD programs as a faculty, sponsor, or past participant would be considered an asset
- Faculty appointment within the Temerty Faculty of Medicine would be considered an asset

## Screening Questions

1: A person legally eligible to work in Canada is a Canadian citizen, permanent resident, or the holder of a valid work permit.

- Are you legally entitled to work in Canada and are you able to provide supportive documentation?

2: Accommodations for disabilities will be provided, on request, to support participation in all aspects of the recruitment process. Will you require accommodation at any point of the hiring process?

3: Have you ever been convicted of a criminal offence for which a pardon has not been granted? (Note: a criminal record may not necessarily disqualify you from employment)

4: If applicable: Are you a member of a regulated health profession and are able to provide supportive documentation to demonstrate membership in good standing?

### **Application Process**

Please submit a letter of intent outlining your interest in the role, and an academic CV outlining your relevant experience to [latika.nirula@unityhealth.to](mailto:latika.nirula@unityhealth.to), Director/Enhanced Teacher Performance Program Lead, Centre for Faculty Development. Potential candidates may be invited to join a panel interview and share details from their teaching dossier as a next step in the recruitment process.

**Application Deadline:** June 24, 2022.

**Start Date:** Sept 1, 2022.

*\*This role may be renewed based on favorable annual performance review and confirmation of program budget.*